

# INTERVENTION PROPOSAL

Jade Gellard

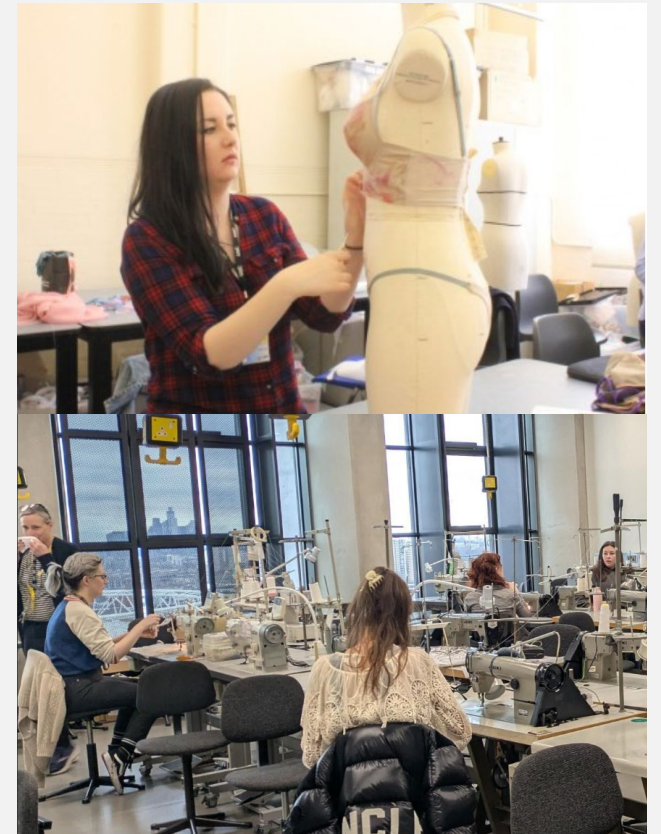
Specialist Technician – Learning & Teaching

BA Fashion Contour



# POSITIONALITY

- White British Neurodivergent Female.
- Deep rooted belief in ‘Universal design for learning’.
- Graduate of BA Fashion Contour 2016.
- Specialist Technician on the same course 2021 onwards.







‘TO BE EFFECTIVE IN A MORE INCLUSIVE, MORE DEMANDING TEACHING ENVIRONMENT, ARTS EDUCATORS WILL HAVE TO BE MORE RESPONSIVE TO INDIVIDUAL DIFFERENCES BY RECOGNIZING THE VARIATION IN DIFFICULTIES THAT THEIR STUDENTS WILL HAVE AND ADDRESSING THEM IN PRODUCTIVE WAYS’

*GLASS, MAYER, ROSE (2012, P.104)*





## PROPOSAL: ENHANCING TECHNICAL HANDOUTS

Workshop enhancing material is inconsistent:

- Outdated.
- Doesn't align with current sewing methods.
- Unclear abbreviations or use of language.

This affects students' ability to engage with self directed learning.





## FINDINGS FROM EXPERIENCE

- They do not engage with the scaffolding material. (Handouts).
- They ask what the abbreviations are.
- Students often ask for further explanation regarding instruction.
- They cannot visualise the sewing instruction.





Stretch support underwired body- order of assembly – 28/05/20 Balcony bra wire – MS20- 195mm

16mm Fold-over elastic – 1cm allowed at start & finish

Zigzag stitch: - Length – 2.0. Width – 2.5

#### Cup

1. With W/S together, pin & edge stitch nylon Bottom cup to Lycra Bottom cup, with Nylon side on top.
2. 0.5s/a – With r/sides together, L/st join Bottom cup to lace top cup, matching notches.
3. Press seam towards Bottom cup.
4. Twin-needle 8mm tape to over bust seam, with seam facing downwards & 2 rows stitching on lower cup.

5. **Nylon Strap** : - Cut 2 x (15mm width x 19cm)

6. 0.5 - L/st join nylon straps to apex of cup.

**Tape Wire seam of cup** - Cut tape 2 x (7mm width x 21.1)

7. Mark centre of tape & cup wire seam. Pin tape to WS of cup, from CF to u/arm, matching centres. L/st in centre of tape.

**Tape Overbust seam** – 8mm folded tape

#### C.F. Panel

7. With W/S together & Powernet uppermost, edge-stitch C.F Powernet panel to C.F Lycra panel

#### Leg lace

8. 0.6 s/a – With R/S together, 4-Thread o/lock lace to side front Lycra panel, matching nips.
9. With seam facing upwards, edge-stitch next to seam on Lycra.

#### CB Seam

10. 0.6 s/a – With R/S together, 4-Thread o/lock CB seams together.

#### Gusset

11. 0.5 s/a – Using 3 thread o/lock, bag out back gusset seams matching centre nips. (Can edge stitch together first if easier)  
Turn through to R/side & edge-stitch gusset edges together.

**Elasticate legs- 16mm fold-over elastic**

**Front legs** - Cut elastic 2 x 15.5cm. **Back legs & Gusset** – Cut elastic 2 x 32cm.

12. Leave 1cm each end. Zigzag attach elastics to front & back legs.

#### Side front & C.F panel

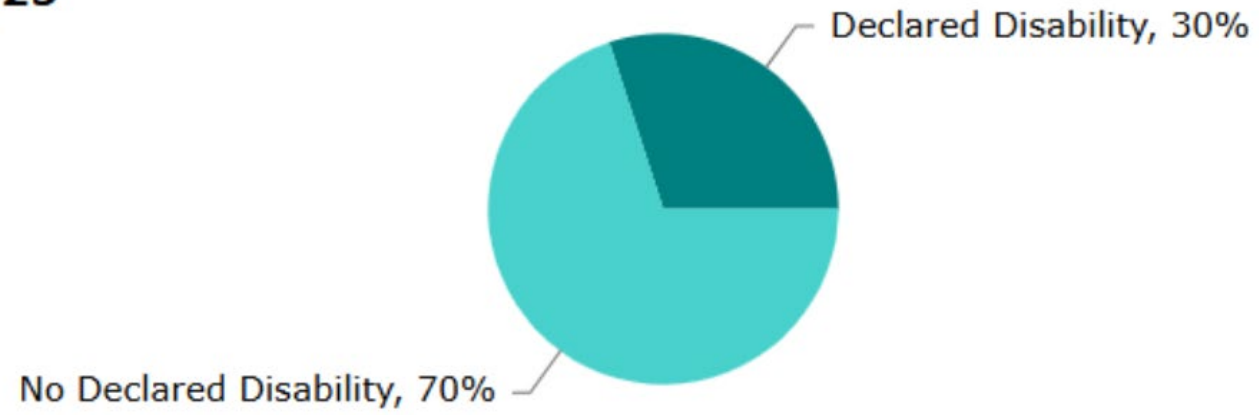
13. Edge-stitch join CF panel to side front with Powernet uppermost. Match notches. 14. 0.6 s/a – Then 4 thread o/l together. L/st secure ends. Edge-stitch seams which face towards side. Press.

- Abbreviations with no glossary.
- No visual guides.
- White paper (option for yellow).
- Industry language with expectation on student to know.
- Complex methods with little explanation.
- Delivery in workshop does not always align with handout.
- Not in line with dyslexia guidelines.

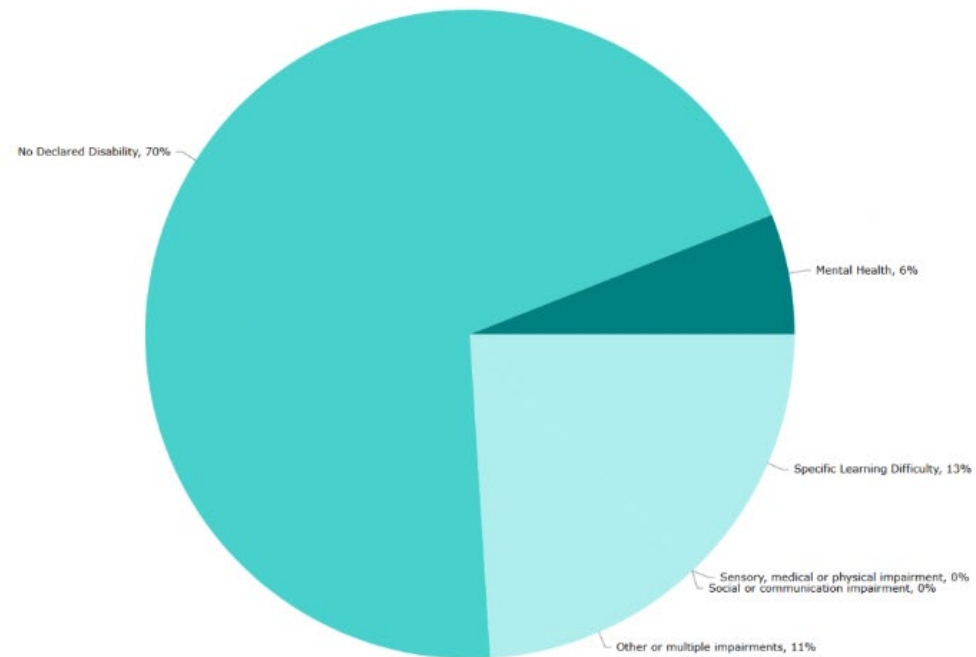




**2024/25**



2024/25







# WHEN STUDENTS SHOULD REQUEST THIS KIND OF SUPPORT, SOME OF THEM DO NOT USE IT BECAUSE THEY DO NOT WANT TO REVEAL THEIR DISABILITY

(GERRARD AND SHURVILLE 2007; MCANDREW, FARROW, AND COOPER  
2012)

Gerrard, C. and S. Shurville. 2007. "Virtual Learning Environments: Enhancing the Learning Experience for Students with Disabilities." *Campus-Wide Information Systems* 24 (3): 199–206.  
<https://doi.org/10.1108/10650740710762239>.

McAndrew, Patrick, Robert Farrow, and Martyn Cooper. 2012. "Adapting Online Learning Resources for All: Planning for Professionalism in Accessibility." *Research in Learning Technology* 20 (4): 345–61.  
<https://doi.org/10.3402/rlt.v20i0.18699>.

Reyes, J.I., Meneses, J. and Melián, E., 2022. A systematic review of academic interventions for students with disabilities in online higher education. *European Journal of Special Needs Education*, 37(4), pp.569–586.





## GATHERING DATA TO SUPPORT

- Anonymous survey.
- Focus group.
- Collaborate with students.
- Test and gain feedback – to then improve.





# THE PLAN

- Clear, simplified language and a glossary of key terms.
- Step-by-step instructions in manageable stages.
- Annotated drawings and photographs.
- QR codes linking to short videos of complex techniques.
- Following dyslexia style guidelines.





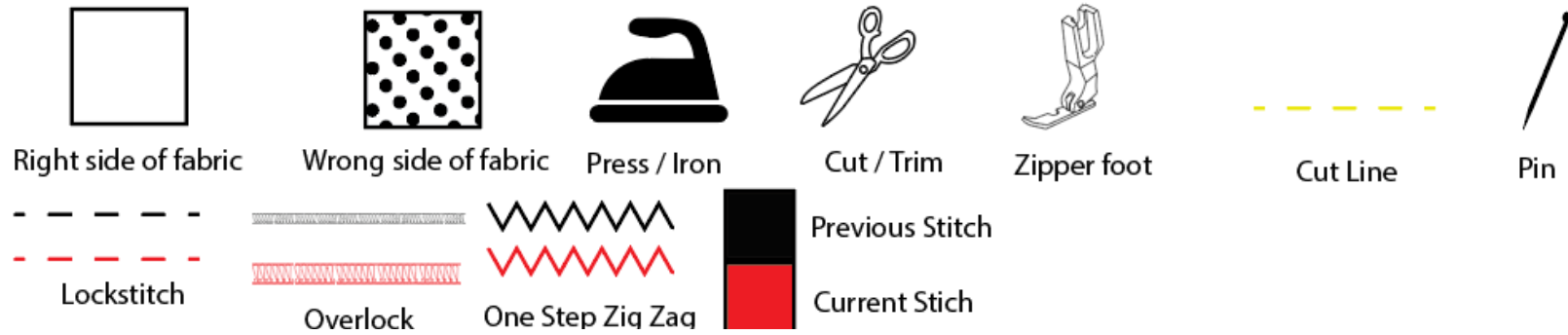
## CONCERNS

- End of term – student engagement.
- Workload - additional to summer prep work.
- Create template for full team to follow -teams digital competency.
- Overcomplicating the handouts.



# Order of Assembly

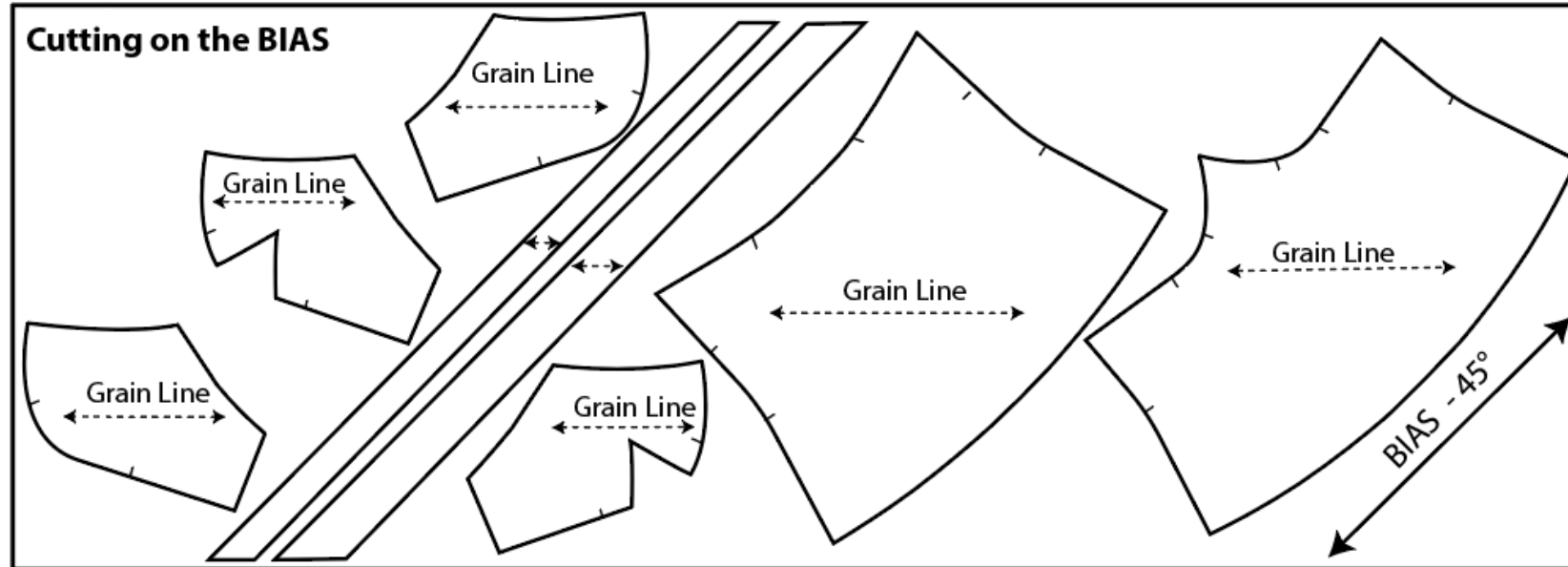
## Symbol key:



## Cutting instructions:

-Use sharp scissors / rotary blade with a cutting mat underneath.

## Cutting on the BIAS



SELVEDGE - "self-finished" edge of a piece of fabric - the grain line follows this.



THANKYOU AND QUESTIONS?